

New Technology High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



NEW TECHNOLOGY HIGH SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	New Technology High School
Street	920 Yount Street
City, State, Zip	Napa, CA 94559
Phone Number	(707) 259-8557
Principal	Abhinav Dev
Email Address	abhinav_dev@nvusd.org
School Website	https://www.newtechhigh.org/
County-District-School (CDS) Code	28662662830015

2023-24 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2023-24 School Description and Mission Statement

Students at New Technology High School are served by a principal, an assistant principal, one part-time counselor, and 16 fully credentialed general education teachers, 2 fully credentialed special education teachers, and 2 paraeducators. As well, New Technology High School has 2 full-time clerical staff and 1 part-time clerical staff, and two full-time custodians. New Technology High School's mission is to inspire students to be responsible, resilient, and personally successful in the rapidly changing 21st century, and to be a student-centered model for educational innovation.

New Technology High School is located near downtown Napa and is a non-resident public school of choice. We draw ninth through twelfth-grade students from both inside the Napa Valley Unified residential district, as well as from 3 neighboring counties. We are a small school of approximately 400 students and maintain a 1:1 student to computer ratio. The goal of New Technology High School is to prepare students to successfully compete in an information-based, technologically advanced society.

New Technology High School is based on these core principles.

2023-24 School Description and Mission Statement

1. Students are engaged in student-centered, project- and problem-based learning units that are tied to content standards and school-wide learning outcomes.
2. Our school builds a professional culture of trust, respect, and responsibility between staff and students facilitating a learning environment that encourages self-discipline and personal accountability.
3. Students learn to use technology as a tool for learning and increase productivity.
4. Our small school provides clear academic and social advantages by creating a learning community that shares responsibility for the success of each student and builds strong relationships between students and adults.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	95
Grade 10	82
Grade 11	100
Grade 12	79
Total Enrollment	356

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.2%
Asian	1.1%
Black or African American	0.3%
Filipino	2%
Hispanic or Latino	62.6%
Two or More Races	3.4%
White	30.6%
English Learners	11.5%
Homeless	1.4%
Migrant	5.9%
Socioeconomically Disadvantaged	69.7%
Students with Disabilities	14%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	82.58	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	2.30	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	10.35	22.40	2.98	12115.80	4.41
Unknown	0.80	4.77	34.50	4.59	18854.30	6.86
Total Teaching Positions	17.30	100.00	753.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.50	81.97	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	3.37	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	6.91	22.50	3.08	11953.10	4.28
Unknown	1.30	7.70	42.00	5.75	15831.90	5.67
Total Teaching Positions	17.80	100.00	731.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.60
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.80	1.20
Total Out-of-Field Teachers	1.80	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The State Board approves a list of core curriculum textbooks. In Napa Valley Unified, textbook adoptions are recommended by an Advisory Board of Curriculum and approved by the Board of Trustees. Literature is selected from the core, extended, and recommended state list. Videos, audiotapes, CDs, and software must meet district and digital high school guidelines. Specific subject areas and core textbooks are too numerous to mention. Please contact the school for information on instructional materials used in specific classes. All curricula are aligned to state content standards; all projects are reviewed for fidelity to standards and to best instructional practices.

Year and month in which the data were collected	September 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature, 2005	Yes	0
Mathematics	Carnegie Math 1, 2015 CME Project Math 2, 2015 CME Project Math 3, 2015	Yes	0
Science	Discovery Education CA NGSS Science Techbook Experience High School, 2018	Yes	0
History-Social Science	TCI American Government, American History Glencoe, World History	Yes	0
Foreign Language	Vista Higher Learning, Galeria B Carnegie Learning, Que Chevere	Yes	0
Health	NA	Yes	0
Visual and Performing Arts	NA	Yes	0

School Facility Conditions and Planned Improvements

New Tech High is in excellent condition. In 2011, a 13 million dollar expansion and renovation bond measure was completed. New Technology High School is a state-of-the-art, LEED-certified facility.

Year and month of the most recent FIT report

10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	52	43	42	47	46
Mathematics (grades 3-8 and 11)	15	15	27	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	100	99	99.00	1.00	51.52
Female	42	41	97.62	2.38	48.78
Male	58	58	100.00	0.00	53.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	38.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	75.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.00	0.00	41.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	30.77

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	100	99	99.00	1.00	15.15
Female	42	41	97.62	2.38	12.20
Male	58	58	100.00	0.00	17.24
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	10.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.00	0.00	9.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.57	23.68	24.20	25.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	76	97.44	2.56	23.68
Female	36	35	97.22	2.78	20.00
Male	42	41	97.62	2.38	26.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	53	53	100.00	0.00	13.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	19	90.48	9.52	52.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	54	96.43	3.57	18.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	10	83.33	16.67	--

2022-23 Career Technical Education Programs

New Technology High School has one CTE pathway: Digital Media/Design. Students have the opportunity to take this class as an elective, and 9th grade students have the choice between an art class or a Digital Media/Design class. Digital Media Design Pathway includes: Intermediate Graphic Design and Advanced Digital Design Lab.

Dual Enrollment Pathways have also started to build including: ADMJ/LGBT pathways, Hospitality Management, and American Sign Language.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	96
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	27.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	61.96

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.9%	96.9%	96.9%	93.8%	96.9%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents have a variety of avenues in which they can become involved in school activities. he Friends of New Technology High School (FONT) 501c3 helps raise funds to support student activities and plans events to improve school culture and climate. Parents also play a vital role in supporting place-based learning and project-based learning opportunities by serving as chaperones, project partners, and panelists. The English Language Advisory Committee (ELAC) and School Site Council (SSC) are two other opportunities for parental involvement.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.1	2.1	1.2	4.9	3	4.3	9.4	7.8	8.2
Graduation Rate	95.8	96.8	97.5	91.5	93.6	92.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	81	79	97.5
Female	37	36	97.3
Male	44	43	97.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	55	54	98.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	22	21	95.5
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	60	59	98.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	13	13	100.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	369	103	27.9
Female	175	170	53	31.2
Male	203	198	50	25.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	4	100.0
Black or African American	1	1	0	0.0
Filipino	8	7	2	28.6
Hispanic or Latino	235	233	67	28.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	2	15.4
White	118	111	28	25.2
English Learners	44	44	16	36.4
Foster Youth	0	0	0	0.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	267	260	79	30.4
Students Receiving Migrant Education Services	22	22	3	13.6
Students with Disabilities	53	51	15	29.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.14	2.90	0.07	3.67	3.96	0.20	3.17	3.60
Expulsions	0.00	0.26	0.00	0.00	0.13	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.9	0
Female	1.71	0
Male	3.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.4	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.69	0
English Learners	4.55	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.37	0
Students Receiving Migrant Education Services	13.64	0
Students with Disabilities	5.66	0

2023-24 School Safety Plan

We have a comprehensive safety plan that is reviewed yearly in the Fall by a committee made up of staff, students, parents, and law enforcement. The Plan this year includes specific goals in the areas of student in-class behaviors and bullying prevention. Each year our School Site Council reviews the plan and allots funds for safety improvements as needed.

Discipline follows the Napa Valley Unified School District's "Standards for Student Behavior," including the use of positive behavior interventions as other means of correction with the intent of keeping students in school to the greatest extent possible.

Inspections by the City of Napa Fire Department take place twice each year to address code compliance and assure that the facilities are safe for students, staff, and others. Evacuation/fire, earthquake, environmental hazard, and lockdown drills are rotated through on a regular basis, then reviewed and evaluated for efficacy in the event of an actual emergency.

Approved by School Site Council on: September 19, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	4	3	5
Mathematics	29	3	5	4
Science	28	1	7	2
Social Science	32		5	5

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	4	6	3
Mathematics	23	6	7	1
Science	26	2	8	
Social Science	28	2	6	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	3	8	3
Mathematics	24	6	5	2
Science	28	3	6	2
Social Science	29	1	5	3

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	445

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,660	\$2	\$7,658	\$94,801
District	N/A	N/A	\$6,297	\$91,425
Percent Difference - School Site and District	N/A	N/A	19.5	7.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	7.2	7.0

Fiscal Year 2022-23 Types of Services Funded

Our funding comes from two sources: LCAP base and LCAP supplemental. Programs are aligned with and support LCAP goals.

Services Funded:

LCAP Supplemental funds are used for a campus supervisor position to increase positive adult/student interactions

Parent/Community Liaison, Social worker, and School Psychologist

Smaller Class Sizes in the 9th grade

Internship Coordinator to support students completing work-based learning experiences

MTSS Coordinator

Credit Recovery

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,046	\$55,550
Mid-Range Teacher Salary	\$82,778	\$84,645
Highest Teacher Salary	\$107,725	\$111,284
Average Principal Salary (Elementary)	\$139,347	\$139,860
Average Principal Salary (Middle)	\$149,130	\$146,440
Average Principal Salary (High)	\$157,455	\$158,447
Superintendent Salary	\$309,434	\$278,268
Percent of Budget for Teacher Salaries	34.67%	32.21%
Percent of Budget for Administrative Salaries	5.13%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Staff professional learning time takes place during staff meetings, PLC meetings, and teacher release time. Professional learning is focused on LCAP aligned WASC goals that are designed to support the NVUSD Strategic Plan. Areas of focus include: student retention, Project Based Learning implementation, closing the achievement and opportunity gap, and math. Through our relationship with New Tech Network, teachers attend virtual workshops, receive coaching, and attend the New Tech Network webinars.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5